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ABSTRACT

The principal essay, by James E. Harf, describes the state of the art and prescriptions for the future in undergraduate international studies. It points out that undergraduates at some prestigious research-oriented universities and at small, prestigious liberal arts colleges have exposure to international education, but that at the overwhelming majority of higher education institutions there is little or no exposure to non-American experience. Implications the steady state in higher education are analyzed. Some notable programs at American colleges are highlighted with brief descriptions: expanding international programs at Linfield College (Oregon); a language immersion program in French and Spanish at George Williams College (Illinois); three programs to promote international understanding at Florida International University; the department of modern languages and linguistics at the University of Maryland, Baltimore County; a program to promote a "global perspective" in the overall curriculum at Johnson County Community College (Kansas); a cross-cultural explorations course at Iowa State University; the world studies program at Eisenhower College (New York); African cultural elements in language learning at the Hampton Institute (Virginia); and the foreign are studies program at Pacific Lutheran University (Washington). Additional programs are briefly outlined, and a list of resources is appended. (MSE)

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## Foreign Language and International Studies

*A small delicatessen in Washington, D.C. sports a simple sign in its window: "All Languages Spoken Here." This ambitious announcement is an encouraging response to the report of the President's Commission on Foreign Language and International Studies,* Strength Through Wisdom: A Critique of U.S. Capability, *which appeared in November, 1979. The report gave a scathing view of the condition of language programs and international studies in the United States, and said that it constituted a threat to national security. The fact that the report was published only a few days after the seizure of the U.S. embassy in Teheran, wherein only two of sixty staff members spoke Farsi, the language of Iran, lent some credence to this assessment. The report made several controversial recommendations as to how the condition might be alleviated; these included increased language instruction in secondary schools, increased funding for government exchange programs, the creation of advanced training and research centers, and measures to induce government and industry to give higher priority to international competence. The detailed recommendations of the report have been criticized for being too diffuse, too expensive, and "insufficiently courageous."*

*Discussion of the report has taken place at informal gatherings, at professional meetings, in the appropriate journals and in committees of Congress. A National Council on Foreign Language and International Studies, financed by several foundations to improve understanding of international affairs, has been formed in New York. The Association of American Colleges, with the cooperation of several other sponsoring institutions, is planning a National Assembly to consider the recommendations of the President's Commission; it will be held at the Wingspread Conference Center, Racine, Wisconsin, October 30-November 1, 1980. The AAC has arranged a follow-up conference on international aspects of undergraduate education, which will take place in Baltimore, February 26-28, 1981.*

*The nation's campuses have addressed the issue as well, and curricular activity in these fields has not been limited to the well-known programs at institutions such as Dartmouth, Middlebury and Monterey. This issue of* Forum *describes nine colleges and universities where innovation and expansion of language and international programs had begun before the publication of the report of the President's Commission. These programs include the involvement of foreign students as teaching associates, the consideration of language systems by beginning students, and the introduction of African cultural elements into instruction in European languages. International programs at some of these institutions have sought to involve students from fields such as science*

*This publication is made possible by a grant from the Exxon Education Foundation*

*and business and have initiated activities with communities beyond their campuses. A variety of extracurricular activities have been developed in support of the curricula described in this issue.*

*In his essay, James E. Harf identifies a crisis which presents more challenges to higher education than did Sputnik a generation ago. He feels that an "infusion strategy," by which the improvements in language and international programs can be introduced throughout the institutions, must be adopted by our colleges and universities. Readers considering appropriate responses of their own to the President's Commissions's report will find information in this issue on additional institutional programs and other resources.*

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# Undergraduate International Studies: The State of the Art And Prescriptions for the Future

*By James E. Harf*
*Professor of Political Science*
*The Ohio State University*

(adapted from an essay presented as a background paper to the President's Commission on Foreign Language and International Studies in 1979)

A paradox exists when one tries to summarize the quality and quantity of international education at the undergraduate level. On the one hand, many colleges and universities present glowing pictures of this program or that center, alluding to numbers served and impact made. But recent evidence that only three percent of all undergraduates are enrolled in a course with an international focus suggests a glooming picture of the overwhelming task before us. The fact that so many institutions can allude to pockets of successes might be our only hope in a steady state funding situation.

The state of the art is good for undergraduates at the very prestigious research-oriented institutions of New England, Chicago and California with thriving federally-funded centers and programs. Students arrive on campus with high intelligence, a greater than normal range of experiences including international travel, and a commitment to assume a leadership position in adult society. They quickly learn what a myriad of international experiences await them on the campus, and soon become beneficiaries of campus resources earmarked primarily for a professional/graduate clientele.

A second group of undergraduates whose international education needs appear to be met are those students of upper middle and upper class families who matriculate at small, prestigious liberal arts colleges. Many of these institutions have committed physical or financial resources to one or two areas, such as faculty/student exchange programs, a variety of course offerings, and other extracurricular activities. Most of these students, moreover, are financially able to take advantage of long-term travel abroad programs. Thus their initial experience is whetted by experience abroad, and the students often make a commitment to post-travel international activities.

At an overwhelming majority of institutions of higher learning, however, students are simply going through their careers without exposure to any non-American experience. The consequences of this fact for undergraduate international education are substantial. The institutions committed to mass education must wave the flag of discontent.

Maurice Harari of the American Association of State Colleges and Universities described a number of obstacles to what he termed the democratization of international education in testimony before a House Subcommittee in 1978. Harari specifically alluded to the administrative structure of American universities and colleges, to the nature of the field of international education, and to faculty training in both the international area and in the traditional academic disciplines. Because of adverse conditions in these areas, problems are far greater today than were the challenges facing the American educational system in 1957 as a consequence of Sputnik. At that time, if educational goals needed to be changed, if curricula were to be adjusted, if funds were to be made available, the universities were already administratively prepared to handle such "disruptions." Cooperation among existing departments, disciplines and associations in pursuit of what were then clearly defined and measurable goals in traditional settings posed no threats to other segments of the academic enterprise in an era of growth.

More formidable obstacles exist today. "Steady state" is the buzz word which characterizes academic budgets. Recognizing that one unit's gain is another's loss, departments are suspicious of any emerging program or administrative unit, and departments are paramount in the university heirarchy. There are two reasons for this. First, to change such a bureaucratic arrangement would involve no less problem and opposition than similar proposals to reorganize the federal bureaucracy. Second, departments control the one reward coveted most by faculty, *tenure*. As one OE grant recipient from a major university suggested, "Participation in such [international] programs is a dangerous project for any untenured young faculty, as many of ours who never achieved tenure can testify."

The nature of the "field" also creates problems. Indeed there is no field. Terms such as global education, international studies, cross-cultural studies and area studies mean different things to different people. On the one hand, some scholars make clear distinctions, defending their phrase as the pure approach to whatever it is we are about against the lesser strategies of other advocates. Others use these terms in an extremely loose manner, rarely if ever stopping to think about the implications of each term.

Nor is there any consensus on the limits of the enterprise. For some, particularly those associated with community colleges, it means direct contact with foreign nationals, preferably abroad but also on campus. For others it implies education for "global perspectives." For still others it refers to the traditional area studies with or without language training. Some adopt a problem or issue focus, so that environment, food, energy and the like are examined as world phenomena. For many (such as the

Consortium for International Studies Education) international studies is value free, while for others, the emphasis is clearly value oriented, with human survival and global quality of life as the primary concerns. For some, the sanctity of the nation-state is unquestioned, but for others, world government represents a long-range goal. For many, international studies are limited to the formal classroom setting, while others design a myriad of extracurricular and off-campus activities in order to achieve goals. And finally, for some it implies infusing large segments of the curriculum with an international dimension, while others view it as a clearly defined major or program of study.

■■■

A recent survey of college and university presidents asked, "Should the thrust of any increase in international education be as a separate entity in the curriculum or should it be infused throughout present courses and curricula?" The message from respondents was loud and clear. Almost without exception, the replies alluded to the imperative of adding an international dimension to all aspects of the students' experiences. In addition to philosophical grounds, there is a practical reason for the infusion strategy. Universities must reach out to the student; they cannot wait for the student to come to them. Only by going to the student body, only by adopting as a long-range goal the internationalization of the student's total curricular (and extracurricular) experiences, only by adding an international dimension to those parts of the general and specialized curriculum outside of international studies can universities begin to attack the 97 percent rate of complete non-involvement in any international experience by the student body.

There is an administrative reason for an infusion strategy as well. With budgets normally allocated to departments, any suggestion of a new department, or, even more threatening, a new kind of program which moves beyond the traditional department model immediately generates proprietary attitudes. In a declining academic economy, the necessary impact will never be made by advocating, particularly as a single strategy, new curricula, new programs, new departments, and new administrative infrastructures.

In sum, current programs and units are not to be abandoned but are encouraged to expand, to undertake new challenges, to interact with new segments of the university community in order to provide the proper educational environment for undergraduates. This must not be done, however, at the expense of the much more difficult intellectual exercise—the infusion of an international dimension throughout the curriculum.

■■■

A survey of recipients of small ($30,000-40,000) undergraduate grants from the (then) U.S. Office of Education asked questions regarding the needs on their campuses which led to a grant application and their sense of the successes and failures associated with implementing the grant. Typically, the grantees used program funds to revise and update courses and curricula, to develop or increase faculty expertise, or to improve existing resources. The essential product was the new or revised course.

Some institutions introduced global perspectives into courses already termed international or area-oriented. Others, perhaps those which previously offered little or no instruction in international studies, sought to "internationalize the curriculum," as the recipients were apt to phrase it. Another type of new course often suggested in the proposals focused upon interdisciplinary cooperation, with the most innovative of these combining disciplines which in the past rarely interacted with each other. The basic purpose of these grants was to assist in the development of international units or sequences for use in more general courses. Therefore recipients concentrated on the general education track and avoided introducing these components into higher level courses with more highly specialized subject content.

I have reached several conclusions from the responses of the grant recipients. First, the process was better than the outcome. This was particularly true when the development of materials was a central part of the grant. As one observer stated, "College teachers are not very good curricular innovators." Most failed to take advantage—because they were not aware of—existing innovative materials and approaches; they preferred instead to try continuously to reinvent the wheel. Second, there was a strong ripple effect of the grants far beyond their intended outcomes. Many statements suggested that an environment was created on campus which exceeded the original goals of the grant. Finally, there was firm agreement among the recipients that these small grants yielded a far greater impact dollar for dollar than did larger grants. Administrators, particularly those from smaller institutions tended to get actively involved and then carried this enthusiasm into other areas of the institutions' academic programs. In sum, the grants served as incentives for the initiation of international perspectives into the universities' missions, and this dissemination often went beyond the campuses. This small grant program represented money well spent.

■■■

If the consciousness-raising and knowledge-acquisition goals of the Helsinki Accords are to be met, coordination of a magnitude perhaps matched only by the post-Sputnik thrust in science education must be undertaken. Public consciousness has to be awakened, and, once stirred, must be sustained. Leadership of every kind and at every level of the public and private sector must first be convinced of the imperative of our mission, and, once convinced, must utilize every tool at its disposal to put into motion a plan of action.

A national knowledge utilization system must be created which brings together knowledge producers (academic scholars, public and private researchers, pedagogical theorists, learning psychologists) and knowledge consumers (university and college instructors, teacher training instructors, formal students, and the citizenry at large). This system must be put into motion by political, social, economic and academic leaders. The problems are: the determination of what knowledge ought to be translated for the undergraduate level; the creation of appropriate levels of awareness among key academic decision-makers concerning the centrality of the international dimension to all aspects of the curriculum; the development of incentives for faculty to become interested in and capable of in-

ternationalizing their instructional domain; the infusion among students of a thirst for a perspective which does not stop at the borders of the United States; and appropriate course materials and curriculum guides to ease the burden on instructors who suffer from a myriad of institutional and self-imposed pressures.

Embodied in this knowledge utilization system must be a "research and development sector" on the one hand and an "instructional applications clinic" phase on the other. Results must be evaluated in terms of appropriateness for the undergraduate consumer, formal dissemination mechanisms must be created and a national information system must be established. Further, the system must take into account the varied nature of the constituency which it serves; there are gladiators and spectators in the international arena.

The gladiators will be divided into those active participants in international affairs who will complete their formal education at the end of two or four years and those who will opt for advanced training. Universities and colleges must ensure that both groups are equipped with an appropriate level of knowledge about the global system and an appropriate set of attitudes about the system. The spectators may also be divided into two groups, both of which must be served in exemplary ways by their undergraduate experience. The spectators who will occupy key positions in our society must be sufficiently "internationalized" so that the multiplier effect can operate; these spectators will influence others. The second group of spectators represents the largest segment of America's voting public; they are the non-decision makers. Universities and colleges have an obligation to those spectators who are enrolled in their undergraduate programs.

■■■

In conclusion, I would suggest that the realization of this all-encompassing system might best be achieved in four steps. First, as Dr. Carol Bauman of the U.S. Department of State (and a member of the Perkins Commission) has stated, "The President . . must make the 'internationalization' of the American public a priority." He must use his good offices to convince key decision-makers and the American public of the imperative of implementing the spirit of Helsinki.

Second, a national campaign must be instituted to sensitize the American public to the importance of creating an international awareness among its citizenry. Such a campaign could take a variety of forms, but one possibility is an International Education Year with all the appropriate publicity associated with such an activity.

Third, a national campaign must be instituted to convince key decision makers to consider and discuss the recommendations of the President's Commission on Foreign Language and International Studies. With respect to the higher education sector, the governing boards of both private and public institutions must be a principal target and the line officers must be both sensitized and presented with ways to implement the goals for higher education.

Fourth and finally, the present bureaucratic structure for international education must be changed to reflect the importance of this mandate. Citizens, policy-makers and academics must be able to identify a visible all-encompassing unit in Washington which oversees international education in this country and supervises the entire federal role in this endeavor. There must be a single place where academic leaders in international studies throughout the nation can turn for leadership.

## Linfield College

### *Expanding International Programs*

Before 1975, Linfield College, a small liberal arts college located in a rural community about 40 miles southwest of Portland, Oregon, had no international program, few foreign students, low enrollments in language courses, and minimal international offerings in the curriculum. In discussions on the situation, faculty, students and administrators concluded that international studies were an essential part of a liberal arts education in an increasingly interdependent world, and that an appropriate curriculum should include instruction in foreign languages, cultures and customs. In the last five years, the college has succeeded in building on this belief; expansion has taken place in the international components of the curriculum, in the training of faculty in fields with which they are unfamiliar, and in the opportunities for students to study abroad.

Rather than seeking to build an entirely new department or division, Linfield is working to instill international emphases into the departments which now exist. To this end, the college applied for and received a grant from HEW which allows release time to faculty in all fields so that they might develop an international competency for use in their regular courses. The grant also permits the creation of new courses, the increase of library acquisitions in international topics and the hiring of some new faculty. As a further stimulus to international activity in the curriculum, the grant provides for a Faculty Colloquium on International Studies. The college continues to seek grants of this type in the hope that resources will eventually be sufficient to permit the establishment of an interdepartmental major in international studies which will combine language training, issue and area studies and study abroad experience.

Currently, Linfield offers instruction in Spanish, French and German, and Japanese will be added during 1980-1981. Enrollments in the language courses have increased in recent years, partly because of the stimulation students receive from travel to other countries. College officials have also noticed an increased demand for advanced language study; students are extending the duration of formal language study as well as making practical use of language during periods of residence abroad. The college has indicated its commitment to foreign language study by adding a new faculty position to the department. Further, a course in English as a second language is being prepared for the spring of 1981, by which time there will be about 25 foreign students on Linfield's campus.

Courses in such fields as history, religion and political science have introduced Linfield students to the study of the Middle East, Latin America, China and Japan. Examples of inter-departmental efforts include a course on Japanese art and literature and a course in comparative literature, taught by English and modern language faculty, in which a student may either elect an English version, a

foreign language version, or a combination of the two. A course in East Asian history has been added to the general education core, thus alleviating a Western bias. A cooperative program with the nearby University of Portland has expanded the resources of both institutions; Portland's Latin Americanist offers a course at Linfield in the fall, and Linfield's Asian historian teaches at Portland in the spring. Science students have several international opportunities at Linfield; they are exposed to the comparative approach in policy analysis by a professor who has studied health care in four nations, and they may take a course in environmental biology when they participate in the education abroad program in Costa Rica.

Study abroad is a major component in the expansion of international programs at Linfield College. Called the Intercultural Core Program, it is fully integrated with the general education requirement of the college. Programs have been established at locations in Costa Rica, Japan, France and Austria, and all activities are carefully controlled by Linfield faculty. Instruction is done by adjunct professors in the host country who are bilingual, and on-site arrangements are made by a local "dean" who is under contract to Linfield. All programs require competence in foreign language, and each participating student must have taken at least six semester hours of language on the Linfield campus. Two other courses, of five semester hours each, are required, and they parallel the on-campus core courses. The Intercultural Core Program accommodates about 60 Linfield students each semester.

Linfield students have other study abroad opportunities as well. Because the college operates on a modified semester calendar, a five-week winter term is available for travel. Faculty members have led groups of students to England for the study of medieval history and to Greece for the study of ancient art. A program in France will be offered in the spring of 1981. The college has also had, since 1976, a sister university agreement with Kanto Gakuin University in Japan. The agreement allows for reciprocal faculty summer visits, and in 1980-1981 fifteen students from each institution will be exchanged for a full semester.

Since 1975, the atmosphere of the campus has changed and the effect on the admission and retention of students has been positive. The faculty is enthusiastic about the change, and professors have taken the initiative in seeking pilot grants for new courses, developing the education abroad program, improving their own international training, and leading groups of Linfield students on foreign study tours. Though there is now a consensus in the Linfield College community that the international emphasis is a distinctive feature of the institution, there is also a commitment to the continuation of the expansion process.

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## George Williams College

*Language Immersion Program*

The language immersion program sponsored by George Williams College is designed to help students, teachers, and members of the community to improve French and Spanish language skills through total involvement in a foreign language environment for an entire weekend. Open to anyone who has completed at least two years of high school or one year of college language study, the program also aims to develop in participants an awareness and an appreciation of the cultures of French and Spanish speaking peoples.

The program, first established in Spanish during the spring of 1974, grew out of a double effort to motivate students to use the language in a natural situation and to expose them to a variety of courses, teachers, accents, and cultures. Faculty and administrators invited George Williams students as well as language teachers and students from Chicago area high schools and colleges to participate in the program, which took place at the college's second campus on Lake Geneva, Wisconsin. The following year a second program began in French, and now the college conducts two weekend gatherings in Spanish and two in French each year.

Sessions begin on Friday afternoon with a welcome reception at the college's Downers Grove campus. After taking a pledge to speak only in the target language for the duration of the program, everyone travels together to Lake Geneva, where campus signs written in the appropriate language help to simulate the environment of a foreign country. Once there, participants are divided into groups of ten individuals, with each group under the direction of a program faculty member. Throughout the weekend the groups assemble for social and cultural activities and attend short classes designed to stimulate conversation and give a broad overview of French and Hispanic traditions. Topics for the classes vary; in a recent Spanish immersion weekend, for example, group members learned about the Mexican revolution through *corridos*, or folk ballads; Hispanic myths and legends; and different aspects of Peruvian, Puerto Rican, and Spanish cultures. Similarly, topics for the spring, 1980 French weekend included stories and fables of Africa; culture and language through songs; and elements of French history. Films and dramatic presentations, followed by discussions, help participants to increase their aural and oral proficiency and to gain additional exposure to the culture, while meals and periods of leisure time give them an opportunity to engage in informal conversation. The entire group returns to the Downers Grove campus on Sunday afternoon.

Response to the program has been very positive. Since it began, more than 2,000 people from several midwestern states have taken part in it. The program has also served as a model for a number of other projects, including language immersion weekends for teachers of Spanish and French; one day immersion programs in area high schools and colleges; a weekly language study group and a ten day trip to Mexico organized by senior citizens who had attended one of the George Williams weekends; and an English immersion weekend conducted by George Williams students doing field work study in Bogotá, Colombia. On the George Williams campus there is a growing interest in language

study; students have become increasingly aware of how the study of languages aids in broadening global perspectives and in enhancing career preparation. As a result, the school now offers individualized or small group instruction in such languages as Italian, German, Japanese, Gaelic, Sanskrit, Telugu, Hebrew, Greek, Chinese, and Swahili.

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## Florida International University

### *Programs for International Understanding*

Florida International University, an upper division and graduate institution, offers a wide range of academic programs in its College of Arts and Sciences and Schools of Education, Business and Organizational Sciences, Hospitality Management, Public Affairs and Services, and Technology. Since it opened in 1972 as part of the state university system, it has sought to promote global awareness among students, educators, and the public through curriculum and faculty development programs and involvement with the Dade County community.

The university's Latin American and Caribbean Center helps to achieve this goal by sponsoring activities designed to increase students' understanding of the Americas. Besides organizing lectures and seminars on such topics as Latin American economic development, historical and ideological aspects of Caribbean society, political crises in Central America, and social and political conditions in Brazil, the Center administers an interdisciplinary certificate program for persons interested in gaining a broad knowledge in Latin American and Caribbean studies. The certificate is available both to students enrolled in university degree programs who wish to complement their studies in such areas as education, business, economy, sociology, and science, and to individuals wanting to gain an understanding of the Americas without pursuing a regular program of studies.

To earn a certificate, participants must demonstrate proficiency in either Spanish, Portuguese, or French, as well as complete 25 quarter hours of coursework divided among at least three disciplines. Students may choose such courses as Comparative Latin American Cultures, Elements of Caribbean Geology, Government and Politics of Central America, and Social and Cultural Conflict in Multi-Ethnic Societies. In addition, students devote five quarter hours to independent research of a particular topic; after completing a written project based on their investigation, they must take part in a colloquium with faculty to discuss their work. Recent studies have focused on such topics as the development of the Cuban Communist Party; a comparative survey of guerilla movements in El Salvador and Guatemala; and an analysis of the democratic nature of the Colombian political system.

The School of Education has also been instrumental in promoting the understanding of global issues and concepts. A new project, entitled the International Human Rights Education Program and developed in cooperation with the College of Arts and Sciences, attempts to achieve this awareness on the academic and community levels. The School of Education has revised methods, workshop and seminar courses in social studies education to incorporate materials dealing with international human rights. Two other campus departments have also designed courses related to the topic. Politics of Authoritarian Repression, offered by the Department of Political Science, focuses on the characteristics and development of modern non-totalitarian regimes, while International Protection of Human Rights, in the Department of International Relations, examines organizational and institutional mechanisms established for the protection of human liberties. In addition, faculty in the other professional schools plan to revise existing courses or develop new ones so that their curricula might reflect human rights issues as well.

On the community level, the International Human Rights Education Program features faculty seminars and lecture series which provide an opportunity for scholars, human rights leaders, and members of the public to gather and discuss topics of contemporary interest. The spring, 1980 lecture series, for example, focused on such issues as human rights in the Third World and South Africa, international economic rights, and human rights and international education.

Another program, developed by the School of Education and conducted in conjunction with Dade County public schools, is the Global Awareness Program. Its purpose is to integrate global education into social studies curricula beginning at the junior high school level. University and public school faculty have worked together to create a model program designed to increase students' understanding of other cultures and of the relationships among nations of the world. In an effort to disseminate the program throughout the state school system, the university has also sponsored a number of related workshops, seminars, conferences, and faculty exchange programs aimed at making area teachers and public school administrators sensitive to the necessity of global education.

The Global Awareness Program, together with the Latin American and Caribbean Center and the International Human Rights Education Program, demonstrates Florida International University's commitment to promoting international education and intercultural understanding. With these three programs university officials hope to ensure that a world perspective becomes part of all academic and professional training.

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## University of Maryland, Baltimore County

*Department of Modern Languages and Linguistics*

With the aid of two NEH grants, the Department of Modern Languages and Linguistics at the University of Maryland, Baltimore County has developed a bachelor of arts program which integrates studies in language, literature, and civilization of French, German, and Spanish speaking peoples with courses on linguistics, world literature and language in general. Organized around a set of core courses on a variety of verbal and non-verbal communication systems, the program allows students to specialize in one or two languages or a combination of language and literary studies. In addition, the wide range of course offerings, taught in English and open both to language majors and non-language majors, provides an opportunity for all undergraduates to gain an understanding of the relationship between language and other cultural phenomena.

Initiated in 1977, the project grew out of a need to revise the existing foreign language curricululm. Before that year, the department offered three separate major programs leading to degrees in Spanish, French, and German, with the curriculum in each area oriented in a traditional manner toward the study of literature. However, faculty were finding that interest in literary studies among foreign language majors was declining; furthermore, students in other disciplines, in fulfilling university requirements, were choosing courses in the social sciences, humanities, and sciences instead of foreign languages. Faced with decreasing enrollments and the possibility of subsequent faculty and program cutbacks, members of the department sought to develop a curriculum that would appeal to a broad range of students. After combining the three major programs into one unit, they added a number of courses which reflected an orientation towards language skills, linguistics, and cultural studies, thus matching the curriculum to the needs and interests of the entire student body.

Under the new program, all students majoring in foreign languages must complete nine credits of core studies. The core courses, taught in English, introduce students to the concept of language as a system of communication, as well as to different types of languages, their function, and their relationship to the historical, social, and political circumstances of a variety of cultures. In The World of Language, a two semester sequence, students begin by examining a wide range of verbal and non-verbal language systems and continue by analyzing the language codes of scientists, politicians, poets, and children to determine their meaning within the context of everyday communication. Students also explore the ways that language systems transmit social and cultural values. A second course, Textual Analysis, helps students to develop a critical understanding of written, visual, and auditory languages. Using a linguistic/semiotic approach to the reading of texts, they work with materials from such sources as the popular press, legal documents, literature, advertisements, cartoons, paintings, films, and opera. In addition to lectures, the course includes a weekly, one-hour workshop where language majors analyze texts in the language of specialization and non-language majors work with texts in English.

World Language Communities, the final course of the core, features a study of language in the context of social, historical, and political issues. Related to a central theme of language diversity and conflict, lectures and discussions explore a variety of topics, including language and nationality; past and present language policies in the United States; language and ethnic identity; bi- and multilingualism; colonialism; and the roles of such languages as Spanish, Portuguese, French, English, and Dutch in the development of Third World nations.

Once they have taken the core courses, students go on to fulfill the requirements for their chosen options. Those electing the one language option complete 26 credits of language courses above the intermediate level, while others wanting to do advanced work in two languages first complete 18 hours in one language and 12 hours in the second. Courses focus on advanced grammar, composition, stylistics, conversation, literature, and civilization. Students in language and literary studies complete 12 hours of coursework in one language and 18 hours in modern language and linguistics courses, which deal with literary and artistic expression from cross-cultural and interdisciplinary perspectives. Offerings include the two semester course, Introduction to World Literature, a survey of major works ranging in time from the Middle Ages to the present; Ethnic Minorities, a study of the influences of French, German, and Hispanic groups on North American culture; Studies in International Film, a course focusing on film as an art form, communication tool, and linguistic system; and Literature and the Other Arts, an examination of the relationship between literature, film, music, and the plastic arts.

Overall reaction to the program has been favorable. Faculty have noted that in addition to an increase in the number of language majors over the last three years, there has been a significant increase in enrollment in departmental courses by students from all areas of the university. The professors believe that the program has provided an awareness of the function of language systems, and as a result, undergraduates are more motivated toward their work. Students are enthusiastic about the program as well, and have found that the increased understanding of language and communication has helped them in all of their studies at the university.

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## Johnson County Community College

*International Education*

With funds provided by the Department of Education, Johnson County Community College is working towards its goal of integrating a global perspective into nearly all courses offered on campus. Established in 1969, JCCC has always included international studies as part of its curriculum. Now, with increased funding, faculty and administra-

tors hope to implement a three year plan that will provide international experiences for all students and staff and as many community members as possible.

The original courses offered in international studies included foreign languages (French, Spanish and German), Comparative Cultures and Masterpieces of Literature. Several faculty members also added a global perspective to their classes by integrating units on Chinese and Japanese thought and methods of non-verbal communications used by various cultures into courses on philosophy and interpersonal communications.

In 1979 an International Studies Task Force, composed of administrators, faculty and students, began exploring ideas for increasing international awareness on campus. The task force designed a three year plan to accelerate the integration of international and intercultural education at JCCC. Materials developed under the program will be used in classrooms, independent study units, community education courses, cable television offerings and lecture series.

The first phase of the program is the development of eight teaching modules on East Asia and eight on Latin America. Recognizing the importance of these areas in world affairs, JCCC has chosen them as models for the integration of international studies into the curriculum. Each module will include a set of readings, a study guide with suggested teaching strategies, a bibliography, audiovisual material and suggestions for inclusion in existing classes. Examples of the sixteen modules are Individual and Community in Modern Chinese Fiction, The City in Asia and Doing Business with Latin America. In the second year of the program new modules will focus on the Soviet Union and the Middle East, and in the third year the focus will be on Africa.

The second component of the program is the addition of a number of new courses to the curriculum. Beginning Japanese and Chinese are videotaped, self-paced, individualized courses designed to prepare students for more advanced courses at other institutions. JCCC is also designing a television program on Beginning Chinese and will broadcast it to the local community. Ideology and Nationalism offers a comparative study of communism in China, the Soviet Union and Cuba. Through readings and discussion, students in Latin American Civilizations and Eastern Civilizations learn about the ideas and philosophies important to each culture.

A year-long staff development colloquium is the third phase of the first year program. Faculty from the East Asian and Latin American studies departments will conduct the colloquium with consultants from area schools leading discussions on how to integrate international focuses into various courses. For instance, a faculty member from the University of Kansas theater department has been invited to talk about Asian theater and how to introduce it into JCCC's own theater program. The goal of the colloquium is not to duplicate course offerings from other schools, but to learn how to infuse materials with an international perspective into existing programs.

Besides providing international experiences for faculty and students, JCCC has also included the community in the development of the international program. During the first year the school will be sending surveys to local business and industrial firms that have international contacts to determine interest in short courses that JCCC would prepare and integrate into career programs. Two proposed courses are How to Use an Interpreter and Telephone Spanish, designed for credit and billing department employees who deal with customers in Latin America.

By the end of the third year JCCC expects that an international perspective will be included in nearly all courses. In addition, some of the task force's non-curricular ideas include enlarging the student exchange program to bring more foreign students to the JCCC campus and to provide more opportunities for its students to study abroad; developing a more extensive English as a second language program; and making greater use of foreign students in the Kansas City area as learning resources. Faculty and administrators hope that the activities and coursework will help students think more clearly about international affairs and broaden their awareness of the transcultural aspects of contemporary world problems.

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## Iowa State University
### *Cross Cultural Explorations Course*

Iowa State University has long recognized the importance of promoting an awareness of other cultures in its effort to prepare students to become informed, responsible citizens. Seeking to broaden the international perspective of all members of the university community, and in particular of undergraduates, the school has developed a number of programs aimed at providing global education. One such program, Cross Cultural Explorations, is a sequence of two courses designed to increase students' understanding of Third World cultures.

Begun in 1974 with the help of an HEW grant, the interdisciplinary courses are based on the idea that global awareness and an understanding of the human condition develop from knowledge of and contact with other cultures. Since extended travel in Third World countries is impossible for most Iowa State students, faculty believe that exposure to those cultures must be achieved in the classroom through lectures, film and media presentations, literature, and interaction with individuals from emerging nations. By combining these elements, the Cross-Cultural Explorations program provides undergraduates with an opportunity to examine a wide range of non-Western cultures.

The first course, Cross-Cultural Explorations: Introduction to Third World Cultures, focuses on ways of observing and analyzing Third World societies. Faculty members representing a variety of disciplines and areas of expertise in Latin American, Asian, and African studies present lectures introducing the belief systems, languages, history, social institutions, economic and political structures, and artistic expression to the 150-200 students enrolled in the

course each quarter. These discussions also help students to become acquainted with such conditions as colonialism, neocolonialism, *apartheid*, and contrasting views on human rights. Scholarly articles, representative literary works, slide presentations, and films produced by Third World film makers provide further insight into topics treated in lectures.

Besides attending lectures, students are required to participate in frequent campus-sponsored extracurricular activities such as discussions and conferences on international topics or cultural programs involving Third World artists. They later share these experiences with other class members through reaction papers, journals, and oral reports. In addition, all students must choose one Third World culture or country as the focus for an intensive study, to which they apply the principles of cultural description and analysis learned in class.

An integral element in all course activities is direct contact with students from other countries. These foreign students, who act as teaching associates, are involved in the course in a variety of ways. For instance, general lecture topics are followed by small group discussions, each led by one faculty member and two foreign students from different continents. Discussion sessions allow the American students to examine the lecture topic further and also provide an opportunity for the teaching associates to contribute specific information on related aspects of their respective traditions. Following a recent lecture on the unity of African art, for example, the foreign students touched upon the role of art in their own societies. In addition to discussion sections, the teaching associates take turns participating in panel discussions in which class members ask questions related to lecture themes and the foreign nationals comment in terms of their individual cultural experiences. Finally, by providing students with additional data on their particular cultures, the teaching associates serve as sources of information for students as they prepare their written projects. In all, the interaction between the teaching associates and the undergraduates allows the American students to gain a broad exposure to other cultures not obtained by other means.

In the second course, Cross-Cultural Explorations: Third World Cultures—Today's Issues, students explore some of the crucial issues facing developing nations such as population control, food supply, energy resources, political crises, and problems resulting from cultural confrontation. The format of this course is similar to the first. Lectures, reading assignments, and films present the issues to the students, while foreign nationals, whose participation is a key ingredient in this course as well, react with their own views concerning the topic. By observing these reactions, students are able to see the impact of cultural attitudes on the resolution of these problems and the diversity of value judgements arising from cultural differences.

To date the program has been judged successful. American students feel that both the coursework and contact with foreign students give them an understanding of cultures different from their own and of the events which affect relationships among all nations of the world. The foreign nationals are enthusiastic about the program as well, because their contact with Iowa State undergraduates provides insights into the values and concerns of American students. Faculty and administrators also believe that the courses enhance the students' global awareness, and plan to integrate more courses dealing with foreign cultures into the undergraduate curriculum.

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## Eisenhower College
### *World Studies Program*

Acknowledging that only a small percentage of students are reached by international studies courses, Eisenhower College has designed a four year world studies program that provides all students with a global perspective for analyzing problems and defining solutions in their own areas of study. Begun in 1968 when Eisenhower, now a college of Rochester Institute of Technology, was founded, the program fulfills the core courses requirement.

The freshman year program, entitled Peoples and Cultures of the World, Pre-History to 1500, is divided into two courses each semester for a total of 14 credit hours the first year. One of the courses, Imaginative Dimensions, emphasizes the concepts of reality and human nature as expressed in literature and art. The second course, Social Traditions, focuses on social theories and structures and their emergence in cultures around the world. The year's topics are chorographically arranged with each geographic area treated chronologically. For instance, lectures in the unit on Chinese culture include Essential Themes of Chinese Culture; the Middle Kingdom: China and the World; Mandate of Heaven: The Sage Ruler; The Ju Tradition: Confucianism; and Cooperating with Nature: Examples of Chinese Science, Technology and Medicine. Other units are devoted to Indian, Japanese, Egyptian, Hebrew, Greek, Roman, Islamic, Black African, Medieval European and New World cultures. Readings, whenever possible, are primary sources written by the people of the culture being studied.

During their sophomore year, students again take seven hours each semester in World Studies. The second year program, Emerging Modern World: Renaissance to World War I, is divided into two courses: Social Sciences/Natural Sciences and Humanities. The Social Sciences/Natural Sciences course explores chronologically themes and concepts emerging in the western and non-western world through units focusing on the Renaissance; the Reformation; scientific advancements in the seventeenth century; the impact of the English, American, French and Latin American revolutions on modern society; and such nineteenth century political ideologies as liberalism, conservatism, nationalism, Marxism and socialism. The Humanities course identifies major developments in philosophy and the arts from the Renaissance to World War I. In units focusing on the Reformation, Ming and Ch'ing China, Romanticism, and impressionism, students examine works

ranging from Shakespeare's *Hamlet* to Flaubert's *Madame Bovary* and from Japanese music and prints to the music of Wagner and Brahms.

The junior year program, The World in the Twentieth Century: 1914 to Present, also selects themes from the humanities, science and social science disciplines. The humanities section includes units on expressionism and abstract art, the philosophy of existentialism, and the international novel. The revolution in physics, the transmittal of genetic information, and modern computer technology are among the scientific topics discussed. Social science subjects range from the Great Depression to Third World countries and from the emergence of behavioral sciences such as psychology and sociology to the Cold War.

Contemporary Man, Values and Institutions, subtitled Future, Realities and Utopias, is the one semester, three credit senior course. Students continue to study world problems in the twentieth century and focus on contemporary world situations. During the second half of the semester students work independently on one problem of their own choosing, such as population, and examine values and decision-making in that problem area.

After completing the World Studies program students have been introduced to sixteen different disciplines in their examination of multiple aspects of cultures and societies. They have attended lectures and seminars presented by faculty from many different fields and have gained a global perspective from which to view the remainder of their coursework. The interdisciplinary aspects of the program do not replace the introductory courses in any discipline, but instead provide a broad based liberal arts education.

World Studies faculty are chosen for their ability to plan and coordinate interdisciplinary courses. During summer workshops and seminars humanities, science and social science teams design units and determine ways to integrate the various disciplines. Interdisciplinary seminars are conducted on geographical areas less familiar to faculty, such as sub-Saharan Africa.

While faculty and administrators believe the World Studies program has been successful in attracting students to Eisenhower College, they have noted that some students find the program too rigorous and time-consuming and transfer to other schools after their sophomore year. Considerations are being made to revise the program into a three year, 32 credit hour program that will encompass the same material provided in the current program. Nevertheless, students who have completed the program believe it has given them a solid background for graduate school and employment in finance and industry, foreign service and other branches of government.

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## Hampton Institute

### *African Cultural Elements in Language Learning (AFCELL)*

With the assistance of grants from the National Endowment for the Humanities, the modern language faculty at Hampton Institute has created a program which seeks to stimulate language learning through the introduction of aspects of traditional African culture into the department's courses. The program, which was conceived in 1978, is called African Cultural Elements in Language Learning (AFCELL).

Hampton Institute, an historically Black liberal arts college in Virginia, suffered a precipitous decline in foreign language enrollments in the late 1960's and early 1970's. The drop was partly due to the reduction in requirements at Hampton in those years, but faculty members also felt that students were avoiding foreign language courses because instruction was set in a traditional mold that students found intimidating. In seeking to reverse the decline in enrollments Hampton teachers planned a project to integrate foreign language study, popular culture and students' awareness of their ethnicity.

The purpose of Hampton's new approach to foreign language teaching is to offer students a cultural and linguistic link with the French, Spanish and Portuguese-speaking Black peoples of the world. The inspiration for the new curriculum is the concept of *negritude*, a term coined in the 1930s to describe the consciousness in Blacks of the distinctive qualities and values of their African heritage. Most of the world's Black people now live in Africa or Latin America, areas which Europeans dominated during colonial periods, and where European languages are widely spoken today. Thus Blacks on those continents often communicate with each other in French, Spanish or Portuguese, and Hampton's teachers feel that Black students in America can derive a sense of their common background through the integration of African and Latin American cultures into their study of these languages.

In their planning, the Hampton faculty envisioned a program which would infuse these cultural elements into beginning courses. They believed that through the study of Black writers from Africa and Latin America, Black American students would discover that they are physiological and spiritual descendants of the people of West Africa. They felt that an international, multicultural approach would not only increase an awareness of ethnic identity but would provide the student with an opportunity for self-definition and self-appraisal through which the student would build a solid basis for understanding world cultures and universal ideologies. And, though AFCELL was designed to revitalize Hampton Institute's modern foreign language program, its designers hoped that the program would serve as a model for change at other minority insitutions.

Hampton faculty found that though there is a current trend to teach foreign language through civilization, much of the cultural material published in textbooks is either of the tourist variety, is patronizing, or both. They therefore decided that they had two main tasks: to prepare texts and supplementary materials and to train teachers to incorporate them into the curriculum.

For the first task, the preparation of the text materials,

the AFCELL leaders decided to employ the module format as the best means for reaching their goal of integration. The services of consultants were secured with the assistance of an NEH grant, and in July, 1979, Hampton invited teachers from four demographically similar institutions (The University of the District of Columbia, Howard University, Morehouse College, and Morgan State University of Maryland) to a four week workshop. The participants began a collaborative program of developing and testing modules for the first year language classes at each institution. With the help of experts in the fields, the language teachers prepared modules for French and Spanish courses under the following categories: Geography and Demography; Cultural Performance Arts; Introductory Readings; and Socio-Historical Background. Each module was designed as a self-sufficient unit, containing an overview, rationale, instructional objectives, instructional materials, learning activities, evaluation, pretest, test, exercises and a post-test. Modules focused on such topics as African and Latin American folk tales, Haitian painting; Senegalese family life; the political geography of francophone West Africa; African influences on Latin American music; and a South American epic poem.

Early in 1980, several Hampton faculty members began working on kits for each of the modules containing an assortment of materials such as pamphlets, instruction cards, overhead transparencies, assignment sheets, slide-tape presentations, video-tapes, films, posters, paintings and musical scores. The kits were designed with a view to their commercial appeal as well as their educational value so that the materials in the modules might be more efficiently disseminated.

The language components of the new courses are taught with the use of the verbal-active or rationalist method, in which the target language is used almost exclusively. The method encourages innovation, and the module materials add interest for the student while assisting in the presentation of grammatical structure and principles. An example of a literary selection reinforcing a concept is Tirolien's *"Prière d'un petit nègre"* ("Black Child's Prayer"), which uses the refrain, *"Je ne veux plus aller à leur école"* ("I don't want to go to their school any more"), to teach the lesson of negation in French. Both elementary and intermediate courses seek to develop the four skills involved in language learning: aural, oral, written and reading. Because of the importance of the teacher-student exchange and the use of the oral compostion, though, AFCELL courses emphasize the aural and oral skills.

The second task was to train language teachers to infuse cultural elements into their courses. The project leaders at Hampton were aware that faculty members at traditionally Black colleges did not normally participate in professional workshops or attend the meetings of the Modern Language Association or similar organizations. They therefore organized seminars on the participating campuses and secured specialists in literature, art, linguistics, music and related fields. These specialists worked closely with the language teachers to enhance the cultural components of their courses. Hampton leaders also encouraged the participating language teachers to travel to Washington, D.C. and New York City to visit such repositories of Black culture as the Museum of African Art of the Smithsonian Institution and the Phelps-Stokes archives. Proposals for future AFCELL funding also include faculty study tours in Africa and Latin America.

Leaders of AFCELL have received enthusiastic support from their faculty colleagues, and, though students have been pleased with the initial changes in language instruction, it is too soon to know the effect on overall enrollments in the courses. Hampton Institute is committed to increasing the level of support for the program, and plans are being made to improve it and enlarge it. Next steps include the production of films, slides, photographs and recordings and the expansion of the curriculum to include courses in Portuguese and Creole.

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## Pacific Lutheran University
### *Foreign Area Studies Program (FASP)*

The Foreign Area Studies Program is the curricular component of Pacific Lutheran's plan to expand and integrate international studies into a wide range of the university's activities. FASP has as its goal the establishment of an undergraduate major in Foreign Area Studies. Faculty organizers are confident that this goal can be reached in 1983, with the completion of FASP's Five Year Master Plan.

In 1975, the leaders of the university reaffirmed their commitment to develop creative, reflective and responsible citizens in the context of liberal undergraduate education. At that time, a number of weaknesses in the academic program were identified: the average PLU student had a parochial and ethnocentric outlook; disciplinary compartmentalization had stifled faculty growth; dependence on the lecture course format had created pedagogical inertia; and there was insufficient contact with a local resource, the multi-cultural foreign community in Tacoma and surrounding Pierce County. Pacific Lutheran sought to attack these weaknesses and to improve undergraduate education in several ways. Initial efforts concentrated on the recruitment of faculty with competence in comparative and foreign area studies and a commitment to innovative teaching and inter-departmental cooperation. Secondly, PLU consolidated all aspects of international education under a Director of International Education who reports directly to the Provost. Finally, with the creation of FASP, the university developed several interdisciplinary programs which were integrative and global in perspective. FASP's curricular effort is supported by a number of activities on Pacific Lutheran's campus and by several affiliations beyond it.

FASP evolved in several stages. In 1976, a study group of faculty and administrators constituted itself as the Non-Western and Comparative Studies Group. With the support of the university's Center for the Study of Public Policy and a FIPSE grant, the group engaged in a number of curricular efforts. The most important of these was the creation, in 1977-78, of the Five Year Master Plan through

which the goal of FASP was to be reached. Funding from NEH and the U.S. Office of Education allowed the program to start in 1978, and over the next two years FASP projects were outlined under four headings: Curricular Development; Program Support; Structural Support; and Enrichment.

Curricular features of the plan include a major/minor in Foreign Area Studies, international and cross-cultural modules, and courses infused throughout the undergraduate departments and divisions. There are three interrelated components to FASP's curriculum. The first is Global Perspectives, a new course emphasizing global interdependence, which is interdisciplinary in approach and intercultural in content. The second is a selection of course clusters. Topical (Global Issues) Clusters include Development and Modernization; Global Resources and Trade; War, Revolution and Peace; and Society, Culture and Tradition. Regional (Area Studies) Clusters focus on Asia, the Third World, Europe and Scandinavia. Among the new courses developed for the Asia Cluster are Male and Female in India; Chinese Conversation and Calligraphy; and The American Experience in Asia. New courses in the Third World Cluster include Cultures and People of Africa; Political Systems of the Middle East; Social Movements and Social Change; Race, Revolution and Developing Countries; Development, Underdevelopment, and International Inequality; and Majority-Minority Relations.

The third component of the FASP curriculum is the senior seminar. Students do research for the seminar in the context of a study abroad program whenever possible; these programs may include study at a foreign academic institution, foreign experiential service projects, or participation in PLU's support program, International Cooperative Education. ICE is a ten-week summer work/study opportunity for students who wish to intensify their study abroad experience.

Pacific Lutheran University has demonstrated its support for FASP in several ways. Workshops have been arranged to assist in the preparation of the clusters and the courses; library acquisitions have been increased in the areas related to international affairs; an English as a second language program has been inaugurated; and tutorials are planned in the Scandinavian languages, Chinese, Japanese and Swahili. Faculty have developed a number of enrichment programs for the university community, including symposia on such topics as minority and Third World women, and German and Japanese perspectives on World War II. In addition, visitors have presented lectures with titles as diverse as "World Solar Salt Production" and "Warclouds Over Africa." To encourage interaction with the international community in the Tacoma area, FASP has instituted a large annual cultural festival. The first was the Asian New Year Festival in 1979, which featured a bazaar displaying foods and crafts, a banquet, a dragon dance, and the Peking Opera's "The Romance of the Jade Bracelet." Another program directed at the community beyond PLU's campus was "Asia Through its Films and Novels," which presented films from China, India and Japan both on campus and through the local public television affiliate. Novels were assigned for participants to read, and films were shown by Asian specialists who organized post-film discussions on the four themes of the individual and the group; the family; values and virtues; and war and peace.

FASP's faculty is particularly pleased with another component extending beyond Pacific Lutheran's campus. This is the Pacific Northwest International/Intercultural Education Consortium which was founded at PLU in 1979. The ever-increasing membership in the Pacific Northwest, Canada and Alaska now includes some 30 two and four year colleges and universities as well as community organizations such as the World Affairs Council and the American Cultural Exchange. The programs of the consortium are cooperative, so that international education support efforts can be run more efficiently and effectively. Articulation agreements, which include common introductory courses and a transfer arrangement, have been made between the member junior colleges and the four year institutions. Members also share the responsibility for organizing study abroad, symposia, workshops, faculty exchange and international tours. The consortium has also been successful in cooperative fund raising.

The administrators of the Foreign Area Studies Program at Pacific Lutheran are pleased with the acceptance of the program by undergraduates. Although FASP has not yet reached the halfway point of its Five Year Master Plan, 797 students, or 30 percent of all PLU undergraduates, have enrolled in its courses, and 47 students have declared minors in Foreign Area Studies. The university's leaders feel that FASP has been successful in advancing PLU's goals in the areas of faculty growth, curricular innovation, student retention and community interaction. They are therefore planning to expand the program into other areas of the university. FASP anticipates cooperation with PLU's School of Business Administration in order to provide courses in international economics, trade and business relationships. Closer association between FASP and the English Language Institute will strengthen foreign student recruitment and retention and will support the teaching of various non-Western languages such as Chinese, Arabic and Japanese. Finally, FASP has arranged for a special certificate program in International Studies for officers at two nearby military posts, McChord Air Force Base and Fort Lewis Army Base. Officials feel that this program will not only improve relationships between PLU and a segment of the regional community, but it will have the potential of bringing new students to the university.

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# Additional Programs

Alma College, Alma, MI 48801

*Overseas Study Programs*— Undergraduates at Alma College have an opportunity to participate in overseas study in three European countries. Those attending the Goethe Institut in Gottingen, Germany receive instruction in elementary and advanced levels of language through courses in grammar, composition, conversation, and literature. In the French program, coordinated in cooperation with the Alliance Française in Paris, students may enroll in a curriculum that combines intensive language training with studies in literature, history, art, politics, economy, and civilization. A variety of courses is available to Alma students in Spain through the Estudio Internacional Sampere and the University of Madrid; these include classes in language, literature, and civilization, as well as career education courses focusing or translation, interpreting, and specialized language skills for teachers, executives, and office personnel.
Earl Hayward, Director

Colgate University, Hamilton, NY 13346

*Study Group Programs*—Colgate University offers a wide range of off-campus programs which enable students to experience a number of European, Asian, and Third World cultures. Summer and semester-long study groups provide undergraduates an opportunity to gain academic credit within a specific area of concentration or in broad, interdisciplinary studies. In the London Study Groups, students focus investigations on such areas as economics, history, or English by participating in courses and seminars and by engaging in independent study projects under the direction of the Colgate faculty. Coursework is supplemented with lectures and presentations by prominent scholars and professionals in the various fields. In other study groups, Colgate undergraduates in France, Spain, Switzerland, Japan, and the Soviet Union begin with intensive language training and then continue their studies with an examination of the literature, civilization, and culture of the target country.
Ronald D. Suiter, Assistant Provost for Academic Resources

Cornell College, Mount Vernon, IA 52314

*Mexico-United States Business Institute*—Cornell College will host an international business institute on its campus in June, 1981. The institute, partially sponsored by Mexican and American corporations, will provide cultural orientation and management training for Mexican business people at the middle and senior management levels and for American executives representing their corporations in Latin America. The curriculum of the institute will combine courses in business and management with courses in linguistics, politics, culture, and sociology. The effort is a part of Cornell College's commitment to make the expansion of international education programs the institution's first priority over the next ten years. Other examples of this commitment are the addition of Hebrew and Greek to the foreign language curriculum and the inclusion of Israel and Egypt in plans for study abroad.
John Bury, Dean, Office of International Education

Dickinson College, Carlisle, PA 17013

*Comparative Civilizations*—In an effort to prepare students to assume responsible roles as citizens of a global community, Dickinson College requires that all undergraduates take one comparative civilizations course. These courses are designed to introduce students to other cultures, including those cultures with traditions which are distinct from those of western civilizations. Students may choose from one of three courses offered by the Comparative Civilizations program: Selected Problems in Civilizational Analysis, Non-Western Civilizations, and Issues in Comparative Civilizational Studies. They may also elect to take one of the 10 to 12 humanities and social science courses offered each semester that satisfy the comparative civilizations requirement. These interdisciplinary courses compare several different cultures and civilizations, devoting at least half the semester to the study of cultures which share non-western traditions.
George Allan, Dean

Hood College, Frederick, MD 21701

*Foreign Language Curriculum*—Responding to professional and career needs of Hood College students, the Department of Foreign Languages offers a curriculum designed to achieve three goals: to give all undergraduates an opportunity to learn a foreign language and become exposed to other cultures; to provide a program of study for those with a specialization in languages and international studies; and to add a practical dimension to the academic preparation of foreign language students. Students interested in pursuing a major in language may choose from among courses in French, German, Spanish, and Latin American studies; non-language majors may complete requirements to earn a certificate of proficiency in any of the three languages. Advanced courses, open to majors and non-majors and focusing on such topics as German, French, and Hispanic literature, the French press, translation and interpreting, Hispanic groups in the United States, and German language skills for careers in management and science, add a cross-cultural component to studies in literature, education, sociology, economics and business. In addition, students may participate in study abroad programs in France, Spain, and Germany, or internships in a variety of organizations including the Commission for Spanish Speaking People in Maryland and Virginia, the Organization of American States, the Council of Europe General Motors in Strasbourg, France, and Servicios Industriales Peñoles in Mexico City.
Juana Amelia Hernández, Chairperson, Department of Foreign Languages and Literatures

University of Illinois at Urbana Champaign, Urbana, IL 61801

*Summer Institute on Literature and Society in Russia*—Faculty from 16 institutions, ranging in size from large universities to community colleges and small liberal arts schools, participated in a six-week institute designed to broaden their knowledge of Russian area studies. Coordinated by the University of Illinois and conducted during the summer of 1978, the institute also aimed at stimulating discussion of curriculum development among specialists teaching in schools with limited programs in Russian area studies. Eighteenth, nineteenth, and twentieth century literature served as a point of departure for an examination of political, sociological, religious, and philosophical issues recurring throughout Russian and Soviet history. Guest speakers supplemented the lectures and seminars by presenting materials focusing on such topics as anthropology, folklore, geography, theater, and film. Participants were required to present an outline and reading list for an interdisciplinary course in Russian civilization suitable for their home campuses; in many cases the professors used these during the following year as models for syllabi in courses dealing with Russian area studies.
Maurice Friedburg, Head, Department of Slavic Languages and Literatures

University of Maryland, College Park, College Park, MD 20742

*Self-Instructional Program in Modern Foreign Languages*—This program allows students to gain a speaking knowledge of languages not offered at the university; it also provides an opportunity for highly motivated learners to proceed at a rapid pace through elementary levels of traditional languages so that they may enroll in advanced language, literature, and civilization courses taught on campus. Begun in the summer of 1978, the program now includes instruction in such languages as Hungarian, Romanian, modern Greek, Polish, Swedish, Persian, Swahili, Cantonese, Italian, French, and Russian. Students work independently, learning the sounds of the language and basic grammatical structures through tapes and textbook drills. In addition, regularly scheduled practice sessions with native speakers enrolled at the university help students improve listening and speaking skills and give them a chance to converse freely in the target language. At the end of the semester each student must pass an oral examination administered by an outside examiner who is a prominent scholar in the language studied.
William MacBain, Program Director

Northern Illinois University, DeKalb, IL 60115

*Foreign Study Programs*—Northern Illinois University's International and Special Programs Office offers students a wide range of study abroad opportunities. All students may enroll in academic year, semester or summer long programs in Austria, Denmark, France, England, Spain, Mexico, Ireland, Scotland and Ecuador. Students live with families in the host country and take courses ranging from language and culture to art and photography and from international business to political science. In addition, field trips illustrate materials studied in class. Eight-week student teaching assignments also are available in England, Costa Rica and Australia. In the Costa Rica program, for example, students preparing for elementary and secondary teacher certification teach at the Lincoln School in San José and live with Costa Rican families while earning four to nine hours of undergraduate credit. Internships in British and Costa Rican adult education

centers, special education classes, and administrative offices also are offered for graduate credit to students with academic and career interests in these areas.
Daniel Wit, Dean

Ramapo College, Mahwah, NJ 07430
*American Universities Field Staff*—Ramapo is one of 11 institutions, including the Universities of Utah, Alabama and Connecticut, which belongs to the AUFS consortium. AUFS staff members, called associates, present lectures at member institutions on interdisciplinary international topics. Associates are specialists in Asian, African, Middle Eastern, European and Latin American studies with training in history, political science, anthropology, economics and journalism. During the 1979-80 academic year, visiting international scholars gave lectures to 99 classes at Ramapo as part of the AUFS program. Lecture topics included population, energy resources and politics, health and medicine in the developing world, and the status of women in various cultures.
Yole G. Sills, Campus Coordinator

St. Lawrence University, Canton, NY 13617
*Off-Campus Study*—In an effort to promote the value of cross-cultural study, St. Lawrence University offers off-campus programs in several countries, including Austria, Canada, England, France, Kenya, and Spain. Students in all major fields may enhance their academic experience by living with families and attending institutions of learning in those countries. Although all programs emphasize academic studies in such areas as language, literature, history, economics, sociology, and music, some provide opportunities for experiential learning as well. Students taking part in the semester program in Nairobi may work as interns in Kenyan and international organizations, while those studying in Madrid may volunteer to teach English to Spanish children or to work in a children's hospital or in day care centers. All programs, however, sponsor field trips, excursions, and cultural activities, thus allowing students to increase their knowledge and understanding of other peoples and societies.
George H. Gibson, Vice President and Dean.

United States Military Academy, West Point, NY 10996
*Student Conference on United States Affairs (SCUSA)*—In support of the curricular program of the Academy, West Point has sponsored these annual conferences since 1949. More than 200 student delegates both from the academy and other campuses participate in the four day conferences, which consist mostly of round-table discussion sessions led by guests from such fields as journalism, education and government. In addition, distinguished speakers such as Dean Acheson, Averell Harriman, Bill Moyers, Dean Rusk, Nelson Rockefeller, Henry Kissinger, Zbigniew Brzezinski and George Bush address the delegates in plenary sessions. Conference themes focus on some aspect of international affairs: the national security and Far Eastern policies of the United States, the Atlantic Community, problems of developing nations, or global interdependence. West Point faculty members feel that SCUSA is an extracurricular activity which encourages the development of new courses, stimlulates exchange of pedagogical ideas, and increases enrollments in foreign language courses.
Colonel William J. Taylor, Jr., Professor of Social Sciences

University of Washington, Seattle, WA 98195
*Institute/Workshop for the Teaching of French Culture*—Three-member teams, each consisting of one high school French teacher, one other language, music, or art teacher, and one curriculum specialist, were selected from schools throughout the country to participate in a month long institute and workshop in the summer of 1978. Using French as a model for other language curricula, the Institute helped teachers integrate language, literature and culture into their courses. The participants attended lectures, workshops and seminars focusing both on contemporary French history and culture and on interdisciplinary course preparation. During the workshop the groups designed foreign language materials to be tested during the 1978-79 school year. In July 1979 a small group of participants met for one week to choose those materials that had proven successful and that might be helpful to other foreign language teachers, and prepared them for publication. Materials included a cultural events calendar and units on French and Spanish meals, French slang expressions and other aspects of culture.
Victor E. Hanzeli, Project Director

Wingate College, Wingate, NC 28174
*Winternational*—The Winternational program provides an opportunity for all Wingate College students to travel and study in London during the school's winter recess. Begun in 1978, the program is designed as a part of the regular curriculum and is open to all undergraduates who have completed three semesters as full time students at the college. Preparation for the trip begins in the fall semester; students must complete both a general orientation session covering the history and culture of Britain and one of a series of courses focusing on such topics as literature, art, architecture, business or economy. Once in London, students visit a variety of places, including the London Stock Exchange, Westminister Abbey, Buckingham Palace, and the British Museum. They also take short excursions to small towns outside of London. Plans are being made for the Winternational groups to travel to countries in Asia, South America, and Africa.
Polly W. Griffin, Registrar and Assistant to the Dean of the College

## Resources

*The Association of Departments of Foreign Languages Bulletin*
Published four times a year by ADFL, a subsidiary of the Modern Language Association of America, this bulletin includes articles on foreign language studies and topics of interest to language teachers. Articles relevant to this issue of *Forum* include "On Commerce and Language Study"; "The New Necessities of National Survival: Education and the World View" (Vol. 11, No. 4, May 1980); and "Attitudes toward Foreign Language Study and Requirements in the U.S. Schools and Colleges: Result of a National Survey"; "Opportunity and Obligation: Responding to the Work of the President's Commission" (Vol. 11, No. 2, November 1979).

*Background Papers and Studies*, President's Commission on Foreign Language and International Studies, Washington, D.C., November 1979.
Included in this collection of papers are articles such as "Ethnic Studies and International Studies: Interrelationships" by John N. Hawkins, "Undergraduate International Studies: The State of the Art and Prescriptions for the Future" by James E. Harf, and "Citizen Education in World Affairs" by Carol Baumann.

Benseler, David P., ed. "Special Topic" The President's Commission on Foreign Language and International Studies." *The Modern Language Journal*, Vol. 64, No. 1, Spring 1980.
The Report of the President's Commission on Foreign Language and International Studies is reprinted in this issue as are several background papers to the report.

Bonham, George W., ed. "Educating for the World View." *Change: The Magazine of Learning*, Vol. 12, No. 4, May-June 1980.
This special issue of *Change* begins with a section titled Understanding the New Imperatives, which includes articles such as "A World in Transition" by Shirley Hufstedler and "Forward to Basics" by Harlan Cleveland. The regular Reports section features descriptions of international studies programs, including those at St. Anselm's College, Bergen Community College and Emory University.

_____, ed. *Change: The Magazine of Learning*, Vol. 10, No. 1, January 1978.
This issue of *Change* is the fifth in a six-part series entitled "Report on Teaching." Sections on anthropology and foreign language teaching delineate classroom techniques for the teaching of foreign language and culture. Institutions featured include Dartmouth College, Middlebury College and Purdue University.

Brod, Richard I., ed., *Language Studies for the 1980s*. Reports of the MLA-ACLS Language Task Forces, Washington D.C., 1980.
This report lists the findings of the task forces formed after the 1976 MLA-ACLS conference on foreign language studies. The task forces focused on institutional language policy, commonly and less commonly taught languages, public awareness and government relations.

Carlson, Catherine A., "Foreign Languages: Can U.S. Foundations Help Bridge the Gap?" *Foundation News*, Vol. 21, No. 4, July/August 1980, pp. 8-15.

Carlson discusses the findings of the President's Commission on Foreign Language and International Studies and the Rand Corporation Study on Foreign Language and International Studies Specialists, and describes past and present foundation contributions to international educaton.

*Directory of Resources for Cultural and International Communication*, United States International Communication Agency (USICA), Washington, D.C.

This directory lists government agencies, federal commissions and committees and intergovernmental agencies that have interests in international education and cultural exchanges. The section on private organizations briefly describes each organization, as well as listing contact persons.

Eddy, Peter A., "Foreign Language Study in the U.S. Today: Frill or Fundamental?" *Compact*, Spring 1980, pp. 35-38.

Eddy discusses the reasons for lower enrollments in foreign language courses and lists the recommendations of the President's Commission on Foreign Language and International Studies which he considers most valuable.

Fersh, Seymour, "Worldwide Dimensions Enrich Community-Based Education." *Community and Junior College Journal*, March 1979, pp. 14-18.

Fersh outlines the various functions and activities of the American Association of Community and Junior College's Office of International Services including their grants information and curriculum revisions programs.

Insititute of International Education. "International Education: The Global Context, the U.S. Role." *IEE Reports on*, Vol. 4, Issue 3, October 1979.

This issue reports on IEE's 1979 conference on the U.S. role in international education. Speakers at the convention included James Perkins, Alexander Kwapong and Asa Briggs.

Lambert, Richard D., ed. "New Directions in International Education." *The Annals of the American Academy of Political and Social Science*, Vol. 449, May 1980.

The essays in this special issue deal with various aspects of international education including language study, study abroad programs, and the corporate view of international studies. Lambert discusses the internal organization and purpose of international studies programs in the summary article.

*The Modern Language Journal*

Published four times a year by the National Federation of Modern Language Teachers Asociations, this journal focuses on language teaching techniques and research. A recent issue included articles such as "How America Got Its Foreign Language Gap" by Robert L. Girouard, "Cultural Strategies in Elementary College Language Courses" by Ingeborg Henderson, and "The Humorist in the Language Laboratory" by Glyn Holmes.

Mohrman, Kathryn, ed. "Programs for Intercultural Understanding." *Forum for Liberal Education*, January 1979.

This issue of *Forum* looks at curricular programs that stress intercultural understanding and awareness for American students.

Morehouse, Ward. *A New Civic Literacy, American Education and Global Interdependence*. A paper prepared for the National Commission on Coping with Interdependence. Interdependence Series No. 3, Aspen Institute for Humanistic Studies. Program in International Affairs, October 1975.

Morehouse describes educators' perceptions of global interdependence and what attitudes and actions are needed to help people cope with interdependence.

Paquette, F. André. "The Mandate for a National Program for Assessment of Language Proficiency." *Association of Departments of Foreign Languages Bulletin*, Vol. 11, No. 3, March 1980, pp. 12-15.

This is a reprint of a paper presented at the joint annual meeting of American Association of Teachers of German, the American Council on the Teaching of Foreign Languages, and the Southern Conference on Language Teaching in November 1979. Paquette examines the report from the President's Commission on Foreign Language and International Studies and statements and reports from individuals and professional organizations.

Pifer, Alan. "Bilingual Education and the Hispanic Challenge," Carnegie Corporation of New York, 1979.

This essay, reprinted from the 1979 Annual Report of the Carnegie Corporation of New York, is a personal statement of the president of the corporation. Pifer argues that bilingual education programs in the schools must be improved through more sympathetic adminstration and community support, more and better trained teachers, and research to determine reasons for the success or failure of the programs.

*Report with Recommendations*, U.S. Commissioner of Education Task Force on Global Education, Washington, D.C., October 1979.

This report discusses the nature and purpose of global education, describes existing efforts, and lists the task force recommendations for the U.S. Office of Education and other federal agencies. Appendices describe briefly examples of national, state and municipal global education programs and list selected education division programs that might be adapted for global education projects.

Schultz, Renate A. *Options for Undergraduate Foreign Language Programs: Four-Year and Two-Year Colleges*. 1979.

This book examines successful undergraduate foreign language programs and discusses what makes them successful. Based on a 1977 survey of all U.S. undergraduate foreign language programs, the book also includes recommendations for institutions seeking to generate new interest in their programs.

*Strategies for Teaching Culture in Foreign Language Classes*, prepared by NEH Institute/Workshop for the Teaching of French Culture, University of Washington, Seattle, WA. Summer 1978.

This booklet describes the most successful materials developed at the Institute. The materials were classroom tested and are applicable to the study of other foreign languages.

*Strength Through Wisdom, A Critique of U.S. Capability*, A Report from the President's Commission on Foreign Language and International Studies. Washington, D.C., November 1979.

The final report of the President's Commission includes chapters on improving foreign language competence at all levels, business and labor needs abroad, and the commission's recommendations.

*The Forum for Liberal Education*

Volume III, No. 1

John Orr Dwyer, Guest Editor
Carol Buchman, Associate Editor
Peggy Brown, Research Assistant

*The Forum for Liberal Education* is a topic-oriented publication featuring a subject of importance for liberal education in each issue. It does not endorse or evaluate institutional activity. Rather, it describes various ways in which institutions of higher learning address important common concerns. Upcoming issues of the *Forum* will look at career education, writing programs, uses of instructional technology, science literacy, and women's studies. Contributions of program information from *Forum* readers are encouraged.

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